

# APPENDIX B

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## SPECIAL ACCOMMODATIONS

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### Special Accommodation Procedure

**Definition:** Accommodations in test administration are provided to allow students with disabilities the opportunity to demonstrate their aptitude and achievement in testing situations rather than produce a score that mainly reflects their impairments. Although test accommodations provide students with an equal opportunity to demonstrate their skills and knowledge, they do not guarantee equal outcomes. Again, an appropriate or reasonable accommodation should not interfere with the interpretation of a student's scores. This *Assessment Guidelines* current edition contains a substantial list of test accommodations that may be used by students with disabilities.

In exceptional circumstances, there may be a student whose disabilities are such that the allowable accommodations listed in the *Assessment Guidelines* would be insufficient to provide access to the Smarter Balanced Assessments and/or the Connecticut Mastery Test (CMT) Science, and the Connecticut Academic Performance Test (CAPT) Science. In these cases, upon request, the District Test Coordinator (DTC) will be provided with information regarding the *PETITION FOR APPROVAL OF SPECIAL DOCUMENTED ACCOMMODATIONS For Smarter Balanced and CMT/CAPT Science*. These special accommodations petitions **MUST** be submitted to Connecticut State Department of Education (CSDE) in writing, **prior** to testing. These petitions must also include all of the necessary documentation to support any request for the use of an accommodation other than those allowed as indicated in the *Assessment Guidelines* current edition.

#### Step 1 – Initial Contact:

- The District Test Coordinator (DTC) contacts the CSDE at least two months prior to start of testing and describes special testing accommodations needed for a student.

#### Contacts:

Joe Amenta-[joseph.amenta@ct.gov](mailto:joseph.amenta@ct.gov) (860-713-6855) or

Janet Stuck-[janet.stuck@ct.gov](mailto:janet.stuck@ct.gov) (860-713-6837)

- Provide the following information:
  - State Assigned Student Identification (SASID) number;
  - Student Name (last, first);
  - Date of Birth;

- Grade;
- Name of School, and District, or Approved Private Special Education Facility or RESC; and
- Reason for special accommodation request.
- The CSDE makes the initial determination providing suggestions for alternatives utilizing standard accommodations, and if necessary, proceeds to Step 2.

## Step 2 – Petition for Special Documented Accommodations:

- The CSDE e-mails the Petition for Special Accommodations for the Special Documented Accommodations
- The DTC must complete this form and return it with **ALL** required documentation to either Joseph Amenta **or** Janet Stuck.

<p>Joseph Amenta</p> <p>Academic Office</p> <p>Connecticut State Department of Education</p> <p>165 Capitol Avenue, Room 222</p> <p>P.O. Box 2219</p> <p>Hartford, CT 06145-2219</p>	<p>Janet Stuck</p> <p>Academic Office</p> <p>Connecticut State Department of Education</p> <p>165 Capitol Avenue, Room 222</p> <p>P.O. Box 2219</p> <p>Hartford, CT 06145-2219</p>
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## Step 3 – Review of documentation:

- The CSDE will contact the student’s teacher and/or other appropriate district staff to discuss the student’s qualifications and need for the special accommodation indicated on the Petition for Approval of Special Documented Accommodations.
- Criteria used to determine approval of a petition for special accommodations include:
  - Evidence of appropriate specificity of special accommodations requested related to the individual need of the student throughout the IEP document stating instructional activities in which accommodations are needed, where, when, duration, etc.
  - Evidence that requested special accommodations are currently used during classroom instruction.
  - Evidence of student’s primary disability impacting test accessibility.
  - Evidence of student’s experience level with the special accommodations requested.
  - Evidence of goals to increase, maintain or improve functional capabilities over time.

**Step 4 – The CSDE sends a letter of response to the DTC indicating the petition has been approved or denied.**

Letters include:

- Date;
- Name and address of the DTC petitioning for special accommodation;
- Student Name;
- Test Year;
- Grade;
- Test (CMT Science, CAPT Science, Smarter Balanced);
- Description of disabling conditions and the impact on test accessibility; and
- Statement of approval or denial.
  - Letters of approval also include:
    - Explanation of special accommodations for each subtest;
    - Statement regarding score reporting and related judgments; and
    - Names individual (usually the District Test Coordinator) responsible for appropriate submission of materials.